DOCUMENT RESUME

ED 415 767 HE 030 913

TITLE	Honors Access Program.
INSTITUTION	California Univ., Riverside.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	1992-08-31
NOTE	38p.
CONTRACT	P116B90112
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Persistence; Access to Education; *Advanced Students; *College Students; Higher Education; *Honors Curriculum; *Minority Groups; Student Placement; *Summer Programs
IDENTIFIERS	*University of California Riverside

ABSTRACT

The Summer University Honors Program (SUHP) was designed to increase the participation and success rate of underrepresented minority students in the honors program at the University of California (Riverside). In addition to the 6-week residential summer experience before the freshman year, continuous monitoring and support are provided during the freshman and subsequent academic years. Some students attend summer activities after the freshman and sophomore years. The summer program provides advising, leadership and team building experiences, a mastery skills approach to improving written and oral skills and logical analysis, and experiences to improve research skills. In year 1, 14 underrepresented minority students participated in the prefreshman summer program and follow-up during the freshman year. In the three years since the SUHP started, 45 underrepresented minority students entered the university honors program as freshmen; 41 of these remain at the university, and 32 remain in full good standing in the honors program. Appendices include: information on faculty lecture series topics for 1992 for the SUHP; a SUHP syllabus; a course outline for the freshman honors research/colloquium, and 1990 and 1991 annual reports, which describes project activities, problems encountered, evaluation and dissemination activities, and project plans for years 2 and 3. (SW)

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ED 415 767

Honors Access Program

Grantee Organization:	University of California, Riverside University Honors Program Riverside, CA 92521
Grant Number:	P116B90112
Project Dates:	Starting Date: September 1, 1989 Ending Date: August 31, 1992 Number of Months: 36
Project Director:	David H. Warren Director, University Honors Program University of California Riverside, CA 92521
FIPSE Program Officer:	Jaymie Lewis
Grant Award:	Year 1 59,575 Year 2 86,336 Year 3 87,347 Total 233,258

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HE 030 913

FINAL REPORT -- UCR GRANT FROM FIPSE, 1989-1992

TITLE: HONORS ACCESS PROGRAM

B. 1. Project Summary.

The project was intended to facilitate underrepresented minority students' access to and success in the University Honors Program (UHP). The major component was a six-week summer experience before the freshman year, followed by continuous monitoring and support during the freshman year (and following years) and a second summer's activities for some students. The summer session concentrated on mastery skills as well as other activities of the UHP. Judging from results obtained to date, the impact of the project has been highly successful, not only in increasing the participation rate of underrepresented minority students but in facilitating their success in the UHP.

David H. Warren
Director, University Honors Program
University of California, Riverside
Riverside, CA 92521
714 787-5323

B. 2. Executive Summary

Project title: HONORS ACCESS PROGRAM

Grantee organization:
University Honors Program
University of California, Riverside
Riverside, CA 92521

Contact persons:
David H. Warren, Director
Kathleen Harris, Coordinator
714 787-5323

A. Project Overview

The University Honors Program (UHP) began in 1988, supported in large part by a grant from the Ford Foundation. Its purpose is to provide, for the very best of UCR undergraduate students, a set of exceptional academic experiences that will stretch their capabilities and accomplishments. Between 50 and 70 students each year are accepted into the UHP according to a set of stringent academic criteria.

The Summer University Honors Program (SUHP) was designed to increase the participation and success rate of underrepresented minority students in the UHP.

The project started with our recognition of a set of interrelated propositions:

1. A large segment of the American professoriate will retire during the next decade, thus creating a need for large numbers of young scholars to replace them.
2. It is critical that the future professoriate be broadly representative of the population.
3. A major goal of the UHP is to interest excellent students in and start to prepare them for academic professions.
4. Therefore it is necessary to ensure a strong rate of participation and success by underrepresented minority students in the UHP.
5. For a variety of reasons underrepresented minority students may be at risk of underparticipation in academic endeavors, particularly the UHP.

Briefly, the goal of the project was to enhance the rate and success of participation in the UCR honors program (UHP) by underrepresented minority students. The program is named the Summer University Honors Program (SUHP).

B. Purpose

The fundamental problem addressed by this project was that if strictly numerical entrance criteria were applied to all students, very few underrepresented minority students would be admitted to the UHP. Therefore our strategy to increase the participation and success of underrepresented minority students in the UHP was two-fold: (a) loosen the numerical criteria, particularly the SAT score, and (b) provide a pre-freshman summer program of intensive academic preparation for the university and the UHP.

C. Background and Origins

A large number of university faculty are expected to retire over the next decade. Replacing these faculty, and at the same time increasing faculty diversity, are two of the most crucial issues that face higher education. One strategy for addressing the problem of faculty replacement is the strengthening of honors programs, such as the UHP at UCR, which is designed to encourage intellectual growth and independent thinking and research. However, many potentially capable high school students are not prepared to take advantage of this opportunity by the time they are ready for college. This is especially true for members of underrepresented minorities.

To address this problem, UCR initiated a project to enhance the rate and success of participation in the UCR honors program by minority students. The program is named the Summer University Honors Program (SUHP).

D. Project Description

Our goal was an aggressive long term strategy to attract undergraduates, especially minority undergraduates, to graduate school and careers in academia. If the number of qualified minority students entering graduate studies can be increased, then the number of minority Ph.D. recipients available for research and professorial careers will be increased.

The SUHP consists of several segments which are integrated with the UHP:

Pre-advising and Orientation
Prefreshman Summer
Freshman Year
Post-freshman Summer
Sophomore Year
Sophomore Summer
Seminar/Internship Program
SUHP Junior/Senior Component

E. Project Results

Long-term results. It is too soon to know what the long-term success will be.

Short-term results. A large part of the increase in minority representation in the UHP has been due to students who have come via the SUHP. Furthermore, the success rate of underrepresented minority students in the UHP is very high. It is clear that both major short-term goals have been facilitated by the SUHP.

F. Summary and Conclusions

In brief summary, it is clear that in both of its major goals, to the extent that they can be evaluated by near-term evidence, the project has been successful. The participation rate of underrepresented minority students in the UHP has been dramatically increased, and the success of underrepresented minority students in the UHP is very good. It is very clear to us that the original concept was a sound one, and that careful attention to its execution has produced very positive results.

G. Appendices

Appendix 1. Annual report submitted Fall, 1990
Appendix 2. Annual report submitted Fall, 1991
Appendix 3. The 1992 Summer University Honors Program (SUHP) -- Friday lecture series
Appendix 4. Design for a modified continuation SUHP after FIPSE support has ended
Appendix 5. Sample syllabus for Mastery Skills Component
Appendix 6. Outline for Freshman Research/Colloquium

C. FINAL REPORT

Background

Since the FIPSE-supported project is an adjunct to an existing academic unit, the University Honors Program (UHP), it is necessary to give a brief background of the UHP.

The UHP began in 1988, supported in large part by a grant from the Ford Foundation. Its purpose is to provide, for the very best of UCR undergraduate students, a set of exceptional academic experiences that will stretch their capabilities and accomplishments. Between 50 and 70 students each year are accepted into the UHP according to a set of stringent academic criteria.

In the lower division the UHP requires the student to take a series of honors seminars, in which original sources, creative and rigorous thinking, and active participation are stressed. All freshmen also participate in the Honors Research Colloquium, in which they formulate questions for study, conduct research on those questions, and present the results of their research in a series of spring quarter colloquia.

At the upper-division level, the primary requirement is the honors thesis, an original and independent project of creative or research activity.

In addition to the curricular requirements, UHP students are expected and encouraged to become engaged in various aspects of campus and other service. Although such service is not required, it is for many students a self-imposed expectation to give back to the society and the university even as they are partaking of it.

It is our expectation that UHP students will be at the forefront in leadership in whatever their chosen path, whether academia, the professions, business, or public service. Although the UHP is still young, every indication is that our expectations will be well met.

Project Overview

The project started with our recognition of a set of interrelated propositions:

1. A large segment of the American professoriate will retire during the next decade, thus creating a need for large numbers of young scholars to replace them.
2. It is critical that the future professoriate be broadly representative of the population.
3. A major goal of the UHP is to interest excellent students

in and start to prepare them for academic professions.

4. Therefore it is necessary to ensure a strong rate of participation and success by underrepresented minority students in the UHP.

5. For a variety of reasons underrepresented minority students may be at risk of underparticipation in academic endeavors, particularly the UHP.

Thus the project was conceived (by then-director Professor Alex Rosenberg) and FIPSE support was sought to fund it for three years, together with a strong commitment of support from the UCR administration. Briefly, the goal of the project was to enhance the rate and success of participation in the UCR honors program by underrepresented minority students. The program is named the Summer University Honors Program (SUHP).

In year 1, 20 students participated in the prefreshman summer and in the freshman year followup. These included 14 underrepresented minority students. In year 2, 10 of these students (now sophomores) participated in the summer program, along with a new cohort of 20 freshmen, including 16 underrepresented minority students, and 3 transfer students. In year 3, the cohort included 3 transfer students, 12 continuing sophomores, and 22 new freshmen, including 15 underrepresented minority students.

It is too early to evaluate the long-term goals of the project. However, one near-term goal was to increase the participation rate of underrepresented minority students in the UHP. In the two years preceding the inception of the SUHP, underrepresented minority students averaged 15% of freshmen in the UHP. In the three years since the SUHP began, that figure has risen to 32%.

A second near-term goal was to facilitate the success rate of underrepresented minority students in the UHP. Over the three years since the SUHP started, 45 underrepresented minority students have entered the UHP as freshmen. 41 of these remain at UCR, 38 remain in the UHP, and 32 remaining in full good standing in the UHP.

A less quantifiable but very significant outcome is that the UHP, as one of the most prestigious academic segments at UCR, has a very clear identity as being congenial to and supportive of underrepresented minority students.

As time goes by, we will be able to evaluate the continued academic progress of these three cohorts of students who began in the UHP as members of the FIPSE-supported SUHP.

Purpose

The fundamental problem addressed by this project was that if strictly numerical entrance criteria were applied to all students, very few underrepresented minority students would be admitted to the UHP. The criteria at the inception of the UHP were (a) at least 1250 combined SAT (verbal and mathematics) and (b) at least 3.75 high school GPA. Very few underrepresented minority students applicants meet these combined criteria. Yet we believed then, and believe even more strongly now, that for underrepresented minority students, the SAT score is not a fully valid predictor of the characteristics that we wanted in UHP students, and that in many cases, students with a low combined SAT score (i.e., down to 1000) might have excellent potential for success in the UHP. Therefore our strategy to increase the participation and success of underrepresented minority students in the UHP was two-fold: (a) loosen the numerical criteria, particularly the SAT score, and (b) provide a pre-freshman summer program of intensive academic preparation for the university and the UHP.

Our understanding of this problem was not incorrect, and it has not changed. If anything, our conviction is stronger, borne of the success of the program.

The success of the program has not been unqualified, however. Our original proposal was focused on freshmen and did not include a component for transfer students. Based on early deliberations with FIPSE personnel, a transfer student component was added. Despite our serious efforts, this component has not been terribly successful. The (relatively few) transfer students brought into the program have generally done well, but the amount of our energy and resources expended on this component has not been justified by the return. It has proved to be exceptionally difficult and time-consuming to generate good applicants. Furthermore, we have had to create an almost completely separate program for them from that for the freshman students. If we were to do it again, we would omit the transfer student effort and concentrate on freshmen.

Background and Origins

A large number of university faculty are expected to retire over the next decade. Replacing these faculty, and at the same time increasing faculty diversity, are two of the most crucial issues that face higher education. One strategy for addressing the problem of faculty replacement is the strengthening of honors programs, such as the UHP at UCR, which is designed to encourage intellectual growth and independent thinking and research. However, many potentially capable high school students are not prepared to take advantage of this opportunity by the time they are ready for college. This is especially true for members of

underrepresented minorities.

To address this problem, UCR initiated a project to enhance the rate and success of participation in the UCR honors program by minority students. The program is named the Summer University Honors Program (SUHP).

The SUHP involves a structured program of summer and school year activities especially for SUHP students. These activities are closely coordinated with the other features of the UHP and are designed to enable SUHP students to take advantage of UHP offerings at the same schedule as other Honors students. The SUHP prepares them to undertake Honors theses, and whenever possible, it provides students with work opportunities that are related to the interests of faculty members who will supervise their honors thesis research.

The institutional environment in which this occurred is worth comment. Two components were especially important. First, the credibility of the UHP itself in the eyes of the academic community of UCR was of paramount importance. If there had been any significant degree of skepticism about the fundamental quality or goals of the UHP, then introducing an "experimental" component of the UHP for the purpose of encouraging participation by underrepresented minority students would have been a dangerous and self-destructive move. Throughout, it has been extremely important to maintain the high standards of the UHP to ensure the credibility of all aspects of the venture, including the SUHP designed primarily for underrepresented minority students.

Second, it was critical to have, from the outset, the strong support and cooperation of the university administration. This support guaranteed a congenial context for the project, and it provided assistance in raising necessary funds for the project.

This takes us to the question of additional funding. The university has provided institutional funding of at least the same amount as the FIPSE grant. In addition, the fundraising arm of the university has been fully engaged to help procure other funds, primarily from foundation sources, to enhance the quality of the project. This has been particularly important and effective in the area of finding support for the research activities of underrepresented minority students in the UHP.

Project Description

There are many reasons underlying the degree of minority underrepresentation in graduate studies. However, several consistent themes emerge: limited perceptions of career choices; lack of understanding of the role of scholarship, research experience, and appropriate counseling; cultural biases against non-professional graduate education; limited expectations; few

role models; inadequate financial support. In addition, there is the lure of immediate employment and some economic independence as opposed to the costs and sacrifices that come with the pursuit of an advanced degree. Moreover, there is a widespread belief that academic careers will be scarce over the foreseeable future.

The challenge, then, is to raise the expectations of qualified minority students by providing access to an Honors Program that immerses them in an academic orientation, prepares and supports them to complete research training, professional interaction, peer counseling and interaction, faculty counseling and mentoring, and eliminates the stress that accompanies the need to support one's self financially through any kind of work and substitutes meaningful, academic work in its stead.

Our goal was an aggressive long term strategy to attract undergraduates, especially minority undergraduates, to graduate school and careers in academia. If the number of qualified minority students entering graduate studies can be increased, then the number of minority Ph.D. recipients available for research and professorial careers will be increased.

The UHP is designed to enable the student to construct a unique, enriched, and deepened undergraduate education. It allows its participants to make their way to the very frontiers of inquiry. Honors at UCR places the students, their major, related and even unrelated disciplines in a critical, comparative context. At the center of the UHP is the student who benefits from an atmosphere that fosters independence, intellectual dialogue, and shared investigation throughout the student's college experience. The capstone of this experience is the opportunity to undertake an individual honors thesis or project under the supervision of a faculty mentor.

An honors program not only raises the expectations of the honors student, but also the expectations of the entire campus. The SUHP is an integrated three-year program that builds on the existing UHP. It provides improved access for underrepresented minority students and the necessary supporting programs to increase the likelihood of their completing the UHP. Moreover, through faculty mentors, and peer advisors the program is designed to awaken undergraduates to the excitement of independent inquiry that leads to graduate school and careers in academia.

The SUHP consists of three segments which are integrated with the UHP: the prefreshman summer, the freshman summer, and the sophomore summer. During these critical periods, SUHP students participate in intensive summer programs that reinforce their academic skills, introduce and/or intensify their research skills, provide one-on-one advising, provide leadership experiences, expand their expectations, provide role models,

enhance team building and listening skills, and allay financial fears that otherwise make participation in summer programs virtually impossible.

Pre-advising and Orientation

Careful advising before the summer program helps students to identify their needs, so that they can use the summer (a) to satisfy basic degree requirements in Math, English, composition, or laboratory science; (b) to fulfill some distribution requirements before the fall quarter in order to attain advance standing in a major subject; or (c) to take advantage of opportunities in the fall honors program of classes.

Prefreshman Summer

All SUHP students participate in an intense six week, on-campus residential program designed to introduce them to college life. They live in residence halls with peer advisors selected from the UHP (after the first year, peer advisors were selected from SUHP and other continuing UHP students).

The Mastery Skills component is a major part of the summer program. Students meet in groups of five or six with a graduate student tutor and an undergraduate student assistant (the latter are drawn from SUHP or UHP students). Over the course of the six-week session the groups work on successively higher levels of written and oral communicative skills and logical analysis. A sample syllabus is attached as Appendix 5. Over the course of the three years our approach to the Mastery Skills component changed substantially as we learned progressively better ways of structuring the content and conducting the classes. In the second and third years the content was articulated with the series of Friday faculty lectures: Appendix 3 shows the program for Summer 1992.

In addition to taking a summer session course and the mastery skills adjunct class, students participate in a Pre-Freshman Honors Research Colloquium modelled on the freshmen research colloquium in the freshman year. After dividing into interest groups, each group is assigned a topic for presentation to the entire group at the end of the summer session. Each student participates in the research, formulation of the presentation, and final written document. The research colloquium provides a focused framework in which students learn about university resources, develop or enhance research skills, obtain the necessary experience to assume a leadership role in their regular academic year groups, and gain valuable team-building and listening experience. The framework for the Research Colloquium during the academic year appears in Appendix 6: the summer Research Colloquium is a correspondingly abbreviated version of this.

Field trips provide another dimension to the summer program. Visits to the Motte Natural Reserves, Griffith Park Observatory, the Huntington Museum, and the Getty Museum provide new or additional frames of reference and/or experiences that the group also shares and that brings abstract educational concepts to life.

Freshman Year

SUHP students join other freshmen in the UHP curriculum. Prior to the beginning of the term, students are advised by the program director and/or program coordinator(s) regarding their academic courseload, in addition to meeting with their departmental major advisor.

During the freshman year, students are introduced to the opportunities, challenges, and rewards of research and scholarship. Students are required to take at least two special honors seminars, or special honors sections of classes in fields such as biology, chemistry, economics, English, history, mathematics, and philosophy. In addition, students participate in the Freshman Honors Research Colloquium, choosing topics for research, writing the final document, and making presentations to the entire UHP. These activities provide an early avenue for independent, creative work, subject to public scrutiny by the peer group.

In addition, freshmen may work on the UHP newsletter, attend field trips and lectures by visiting speakers, and utilize the program's facilities in their classwork. Opportunities for social interaction are provided and students are encouraged to experience all aspects of campus life.

During the winter quarter, SUHP students meet with the program director and/or program coordinator(s) to assess their progress and discuss their summer plans. If it appears that they do not meet the established academic standards, or if their summer plans are unformulated or unconstructive, they are then directed to attend the post-freshman summer. SUHP students in the post-freshman summer who meet academic standards are recruited as residence advisors, tutors, or colloquium leaders for the new pre-freshman SUHP class; other work with programs in the Learning and Study Skills Center or are placed in other suitable on-campus employment including laboratories, libraries, research archives, academic departments, or administrative offices.

Post-freshman Summer

The post-freshman summer consists of three separate yet related segments that reinforce SUHP students' academic/research skills (summer classes), leadership/teaching skills (residence

advisors, tutors, colloquium leaders), and reinforce their university bond (working on campus in a meaningful endeavor).

SUHP students working on campus in either capacity may also attend the summer session to take advantage of other opportunities to fulfill their breath requirements or obtain advanced standing in preparation for their sophomore year. All students are invited to attend the field trips and other extramural activities and attend the research colloquium. Students may also live in the SUHP residence hall. End of the summer advising is available to all students.

Sophomore Year

All UHP sophomore students enroll in two honors seminars in addition to other classes. These seminars in the physical, biological, and social/behavioral sciences, and in the arts and humanities vary in their topics and instructors. These seminars introduce the frontiers of a discipline, examine its characteristic research methods, explore topics on the intersection between disciplines, or provide an innovative introduction to the instructor's special interest. Through these seminars, honors students shape the focii of their subsequent research.

Sophomores also attend the freshmen research colloquium presentations, edit the UHP newsletter, and utilize other UHP facilities. They may serve as peer advisors to freshmen (based on competitive selection from among all applicants), and they are encouraged to participate in the college newspaper, student government, clubs, or other organizations. As with freshmen, individual advising occurs each quarter.

Sophomore Summer

The sophomore summer allows those students who are not ready to conduct independent work at the end of the sophomore year to sharpen their skills and focus on a field of study. Students participating in the summer sophomore program include continuing SUHP students and newly recruited community college transfer students. The transfer students are invited to campus prior to the sophomore summer program for intensive advising and determination of their interests and needs.

Junior/Senior Years

During the junior year, UHP students identify a faculty advisor, locate a research area and begin research on a thesis topic. At the beginning of their senior year, students submit honors thesis schedules and secure the permission of departmental advisors, the UHP, and research supervisors for their projects. Students are encouraged to complete their theses or projects by

the end of the winter quarter of their senior year. They meet occasionally to share techniques, methods, and information about their research projects.

Juniors and seniors continue to be advised by the UHP Director and Coordinator(s), departmental advisors, and their thesis advisors. Beginning early in the senior year, the UHP staff gives special attention to advising UHP students about graduate school applications and fellowship opportunities. In addition, graduate school placement files for Honors students are established in the senior year and are maintained for UHP alumni.

SUHP Junior/Senior Component

By the middle of the junior year, SUHP students are fully integrated into the UHP. However, in order to assure completion of the program, these students need to be relieved of the burden of supporting themselves by off-campus work. To assure completion of the program, wherever possible SUHP students are provided paid research assistantships in the projects of faculty with whom they are producing honors theses or in cognate areas of research. These assistantships were initially requested in the FIPSE proposal but were not funded. We were able to secure some support from foundation sources to support research assistantships particularly for underrepresented minority students.

The Graduate Division assists in the placement of SUHP students in faculty research projects. The Graduate Division has established a roster of over 80 faculty in many disciplines who have agreed to accept undergraduates in research assistantships.

SUHP students are provided with special support in seeking suitable graduate school programs, including Graduate Record Examination preparation, graduate application workshops, interview preparation, and meetings with local alumni of selected graduate schools.

Resource Requirements

Special resource requirements for the SUHP fall into several categories, some furnished by FIPSE, some by UCR, and some by other agencies, particularly foundations.

Staff. SUHP students require more than the normal staff attention, particularly in their need for individual guidance and counseling. We estimate this additional staff time as being about 25% more than that required for regular UHP students. Only a small portion of this overall need was funded by FIPSE, and the rest was provided as part of the UCR institutional matching obligation.

Summer support. For the six-week summer program, students were provided with room and board as well as summer session fees and books. These resources were provided by UCR and represented a heavy commitment of funds. The staff needed for the Mastery Skills component was supported by FIPSE, as were the resources needed for the non-academic components of the SUHP such as field trips.

Research and internship support. More advanced students in the UHP are engaged in research. A considerable amount of research and internship support was provided by several foundations (GTE Foundation, American Honda Foundation, Press Enterprise Foundation).

Project Results

Long-term results. The long-term results of the project will lie in increased graduation rates of underrepresented minority students from UCR and the UHP, in their increased participation in graduate and other post-baccalaureate programs, and in their eventual entry into academic and other professions. It is too soon to know what the long-term success will be.

Near-term results. The first cohort of SUHP freshmen is now entering its junior year, the second cohort is entering its sophomore year, and the third cohort is entering its freshman year.

With respect to the goal of increasing the participation of underrepresented minority students in the UHP, the evidence is clear about the impact that the project has had. The following table shows that SUHP has substantially increased the number and percentage of underrepresented minority students (URM) in the UHP.

Year	# UHP	# URM	% URM	# URM from SUHP
1988-89	72	8	11	(no SUHP)
1989-90	55	11	20	(no SUHP)
1990-91	49	18	37	14
1991-92	65	22	34	16
1992-93	72	20	28	15

It is clear that a large part of the increase in minority representation in the UHP is due to students who have come via the SUHP. Generally these students would not have been eligible for admission to the UHP, but we felt that with the advantage of the SUHP experience, they would be able to succeed in the UHP.

The second major goal was to facilitate the success of underrepresented minority students in the UHP. The accompanying table shows the present status of each of the first two cohorts.

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First cohort, 1990 SUHP, students now juniors
(Note: total number of SUHP students is followed by the number of underrepresented minority students in SUHP)

		GPA		
		>3.0	2.5-2.9	<2.5
At UCR	15 (10)			
in UHP	12 (8)	7 (4)	4 (4)	1 (0)
not UHP	3 (2)	2 (1)	0	1 (1)
Not UCR	5 (4)			
in school	3 (2)			
unknown	2 (2)			

Of the 20 1990 SUHP students, 18 are known to be in college. Of the 15 of these who are at UCR, only two have GPAs under 2.5, and nine have GPAs above 3.0. It is likely that all four underrepresented minority students in the 2.5-2.9 GPA range will be able to improve their records sufficiently to receive lower-division honors. If this happens, then nine of the original 14 underrepresented minority students will have received lower-division honors.

Second cohort, 1991 SUHP, students now sophomores
(Note: total number of SUHP students is followed by the number of underrepresented minority students in SUHP)

		GPA		
		>3.0	2.5-2.9	<2.5
At UCR	20 (16)			
in UHP	19 (15)	15 (11)	4 (4)	0
not UHP	1 (1)	1 (1)	0	0

The 1991 group was more carefully selected and was, from the start, much more involved and motivated than the 1990 group. We are not surprised to see such a good success rate in their academic performance -- there is not a one who does not have good prospects of achieving lower-division honors.

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It is clear that both major goals have been facilitated by the SUHP.

Continuation and dissemination. A number of avenues of dissemination have been used successfully. First, the project has been described in local meetings of various university and

non-university groups. Second, presentations have been made at several regional and national meetings of the National Collegiate Honors Conference as well as at the FIPSE annual project directors' meetings. Third, we have responded to many requests from other universities for information about the project, in efforts to facilitate their initiation of similar programs.

Continuation is more problematic. The state of California, and the University of California in particular, is in the midst of an enduring, multi-year fiscal crisis. It is quite clear that UCR cannot absorb the costs that FIPSE has supported, in addition to the direct UCR costs, to continue the program (these have, together, ranged from $120,000 to $170,000 per year). A proposal for a scaled-down version (about $50,000 per year) of the SUHP has been developed and presented to the UCR administration (see Appendix 4). It is our present goal to obtain foundation funding to support the continuation of the SUHP. At this point it is uncertain whether this will occur.

We will, of course, continue to monitor the progress of SUHP students in the UHP, as well as their activities after graduation.

SUMMARY AND CONCLUSIONS

In brief summary, it is clear from the tabular evidence provided above that in both of its major goals, to the extent that they can be evaluated by near-term evidence, the project has been successful. The participation rate of underrepresented minority students in the UHP has been dramatically increased, and the success of underrepresented minority students in the UHP is very good. It is very clear to us that the original concept was a sound one -- our ideas have not changed about this -- and that careful attention to its execution has produced very positive results.

As noted earlier, two key elements were critical for the success of the project: solid regard for the quality of the UHP among the academic community, and clear administrative support for the SUHP project and its goals. Without either of these components, the success of the SUHP would have been seriously compromised.

APPENDICES

Appendix 1. Annual Report submitted Fall, 1990

A1. Current project activities

Staff. A major activity has been recruitment of the necessary staff. Michelle Holmes was hired as a full time Administrative Assistant, funded jointly by FIPSE and UCR. Dianna Saario was hired on a half-time basis as the Program Coordinator for the Honors Access Program (HAP). More recently, Teres Scott, a graduate student in Psychology, was hired to organize the study skills curriculum development, and honors program students have been hired to serve as resident assistants in the dormitories, tutors, and colloquium group leaders.

Detailed plan for HAP activities. The grant proposal as originally submitted presented a conceptual framework. The major activity during the past six months has been creation of the detailed plan of HAP activities within the conceptual framework. This has involved an immense amount of work on the part of the Program Coordinator, and it has been accomplished with, as far as we can tell, complete success. The students are due to arrive in 10 days, and virtually every detail of their summer activities has been planned and coordinated, including actual coursework, study skills, social activities, faculty involvement, and orientation to the campus, to college life in general, and to the Honors Program itself.

Campus relationships. The HAP depends for its success on the cooperation of a number of other offices on the campus, and considerable time and effort have been spent in developing these relationships. Primary among them are the Summer Session office, the Admissions and Registrars Offices, and the Learning and Study Skills Center. Without the cooperation of the personnel of these offices, HAP could not function at all.

Recruitment of students. From March 1 until May 1, considerable effort was spent in recruiting students to the HAP. This year, this was a difficult process because UCR was in the first year of a new admissions system which was relatively slow to yield information to the University Honors Program (UHP) about prospective students. Despite these difficulties, and thanks to a great deal of individual effort on the part of UHP staff and students, a full group of 20 entering freshman students has been assembled for the summer HAP. We were particularly pleased with this outcome, since we had expected a great deal of difficulty putting together an appropriate class even under the best of circumstances.

Involvement of faculty. A number of faculty members have been attracted to participate with the HAP, either in teaching regular summer session courses, serving as research mentors for students, meeting with students in weekly lunch sessions, or participating in colloquium groups.

Financial support. Through the joint efforts of the HAP

staff and the university's development office, summer fellowship support has been obtained from the Press Enterprise Foundation to support two students who would otherwise not have been able to participate in HAP. The fellowships are for $2500 each and will be available for each of the 1991 and 1992 summers as well. Several additional job placements are under discussion.

A2. Expected results for current year

The major result from the current (first) year will be that a group of 20 students will enter the University Honors Program with the background and preparation received from their experience in the HAP. Many of these students would not have been eligible to participate in the UHP without this preparation. Of the 20 students slated to participate in HAP, 14 are from underrepresented minority groups (1 Black, 1 Native American, 12 Chicano/Hispanic).

In addition to their preparation for participation in the UHP, these students will have taken at least one academic course during the summer and will thus have a running start toward fulfilling their academic requirements. The UHP will benefit by having an increased proportion of underrepresented minority students. This is an important element in the quest to be sure that the best features of the University of California are available to all qualified students, regardless of ethnicity.

B. Problems faced during the year and how they were solved

There were indeed several major problems which were, if not solved, at least reasonably circumvented. Among them are the following.

Student recruitment. As noted above, the changing admissions system at UCR did not facilitate the HAP objectives of identifying students early and recruiting them vigorously. The main problem lay in receiving timely and accurate information from the Office of Admissions. The problem was solved this year by a series of strategies including putting together information from different sources within the UHP office and a vigorous letter and telephone effort to attract students to UCR and the HAP. Furthermore, we have learned from the process and should be able to implement a more effective system in subsequent years.

Complexity of programming. The process of planning and implementing the details of the HAP turned out to be more complex and difficult that had been anticipated. This problem was solved by involving other staff from the UHP in the planning process, and lots of hard work.

Screening. Appropriate placement of HAP students into English and Math courses in the Summer Session has been difficult because of the timing and scheduling of the regular placement tests. This problem has been solved by an alternative scheduling and by the promise of very rapid turnaround for test results, as well as intensive advising sessions with students, planned for

the first day of the program.

Community College transfer students. The HAP plan calls for a group of 20 entering freshmen and 5 transfer students from the community college system. The former is fully in place: the latter simply did not happen this year, and at this time it looks like there will be no transfer students in the HAP group. We expect to be able to work with community college counselors earlier in the year, next year, so as to be able to identify prospective students earlier. It may still be difficult to attract these students to the program because of their needs for summer employment, but we can seek to solve that problem in other ways.

C. Status of evaluation plan and plans for dissemination

Evaluation plan. Data for the first part of the plan is complete. The percentage of underrepresented minority students who joined the UHP increased with the additional incentive of the HAP prefreshman summer. In 1988-89, 8 of 72 (11%) students were underrepresented minorities; in 1989-90, the figures were 11 of 55 (20%); in 1990-91, as a result of HAP, 14 of the 41 students who are currently identified to enter the UHP, or 34%, are underrepresented minority students.

Dissemination plan. Announcements of the FIPSE grant and the HAP have appeared in UC Notes, a University of California system-wide publication, in At UCR, a campus magazine, and in The Black Voice News, a Riverside newspaper.

The conceptual framework of the HAP was presented at the 1989-90 Freshman Year Experience Conference in Costa Mesa, sponsored by UC Irvine; this year's conference was devoted to building the foundations for cultural diversity in universities and colleges. The presentation was part of a panel, "Cultural Diversity in Honors Programs," and our contribution focused on the HAP prefreshman summer and its relationship to underrepresented students' success in the UHP and the university.

The first summer of HAP is the subject of a proposal that has been submitted for the National Collegiate Honors Conference. This student-oriented conference will allow participants in the HAP to discuss their experiences in the program and will give faculty and administrators from other honors programs an opportunity to explore the replicability of the program at their institutions.

Continuation Proposal

A. Future project activities

The major activity for year 2 will be replication of the successful activities of year 1, leading to a successful second summer HAP experience in 1991. Some of the year 1 activities, such as researching the arrangements with the summer session and other offices, will not have to be repeated. However, the bulk

of the year 1 work will have to be repeated, such as student recruitment, curricular planning, recruitment of student tutors, and the like. With time that is released from not having to re-create the basic structure and with the carryover funds available from not having hired Dianna Saario until later in the year than had been planned (cf. carryover item from year 1 to year 2 in the budget pages), we will be able to devote time to the accomplishment of several new aspects of the HAP. These include the following:

Community College component. As noted earlier, the community college component was not developed during year 1 because of limitations on time and receipt of necessary information from other offices. Considerable time and effort will have to be devoted to accomplishing this important component of the HAP.

Recruitment and admissions. We have learned a good deal about the timing of activities necessary for effective recruitment and admissions to the UHP and specifically to the HAP. A major goal for year two will be the further development of strategies for recruitment and admissions, and the development of more effective interactions with other UCR segments such as the outreach and admissions offices. In particular, we want to develop strategies for outreach to students as part of their application process, rather than waiting until they are admitted to UCR. We expect this aspect to improve substantially next year, but we anticipate the full development of effective strategies to be a long-term process that we will have to continue to work on over several years.

Preparation of tutors. The process of orienting the continuing students who will serve as tutors and colloquium group leaders has been effective, we believe, but we want to work on standardizing and planning that preparation more during year 2. The experience of the year 1 summer will be of great benefit in reshaping this aspect of HAP during year 2.

Summer jobs. In addition to the two student internships provided by the Press Enterprise Foundation, we are in the process of finding part-time job placements for several other HAP students. A goal for year 2 is to develop further our capability to offer students such employment, so that no student who is eligible for participation in HAP and the UHP is prevented from participating because of financial considerations.

Dissemination. Finally, we want to continue and expand the dissemination efforts that we have begun during the current year. Indeed, we will have much better basis for doing so during year 2, since we will have the experience of the first summer to present, rather than just the prospect of the program.

Appendix 2. Annual report submitted Fall, 1991

ANNUAL REPORT

Introductory note: in our initial application and in last year's progress report, our project was called the Honors Access Program (HAP). We have changed our internal terminology and now refer to the program as the Summer University Honors Program (SUHP).

A1. Current project activities

Staff and program planning. Continuation of principal staff members (Michelle Holmes, Dianna Saario) from last year has enabled good efficiency and continuity. Student assistants have been hired for the coming summer (including two who were first-year students in the SUHP in the summer of 1990).

In our first project year, we were preoccupied entirely with design and planning of the first summer's program. In the current year we have sought to stabilize an underlying structure for the program, so that maintaining continuity from year to year will be easy and natural. We have spent a good deal of time discussing the weaknesses that were evident in the first summer's program and planning for appropriate changes.

Recruitment of students. Perhaps the largest single effort, aside from monitoring the progress of the students in the first year University Honors Program, has been in improving our admissions procedures. In the past, we have in early to mid-February received lists of students who had been admitted to UCR; it was only then that we could begin to contact the students and attempt to get them interested in coming to the UHP (and the SUHP). This put us at a serious disadvantage compared to other institutions which use earlier outreach. During the current year we have institutionalized arrangements with the Admissions Office whereby we receive, beginning in December, lists of students who have applied to UCR, and we have thus been able to initiate much earlier contact with students who have Honors Program credentials. This earlier contact also allowed us to give better consideration to students whose applications presented an incomplete or weak preparation for the challenges of the UHP, but nevertheless demonstrated a certain level of academic potential. Although we do not yet have full details of the students who will be in the UHP, we believe that we have been able to reach more students with the potential academic strengths that the SUHP is designed to develop than those of the first summer. This change in admissions procedures will benefit the UHP in general, of course, but we believe that it will make an even more positive impact on the composition of the SUHP class and thus bode well for the success of the FIPSE-supported program.

Students who transfer from Community Colleges to UCR are on a different (and more delayed) admissions schedule, and while we are reasonably certain that we will have 4-5 excellent transfer students as juniors, it will be another month before this is

certain.

Involvement of faculty. A number of faculty members have been attracted to participate in the SUHP, either in teaching regular summer session courses, serving as research mentors for students, meeting with students in weekly lunch sessions, or participating in research and colloquium groups.

Financial support. We anticipate that we will again receive summer fellowship support from the Press Enterprise Foundation to support two students. The fellowships are for $2500 each. In addition, several job placements have been arranged for SUHP students on the campus: we will be selecting the recipients as soon as the pool of SUHP students is firmly identified.

Last year's students. There are, as expected, both positive and negative things to report about the progress of the first summer's students in the regular University Honors Program during the current year. There were 20 students in the class. Of these, three have left UCR (two because of financial and/or family difficulties). Of the remaining 17, 10 are doing very well academically, maintaining a GPA of at least 3.0. Two of these have opted not to remain in the UHP, although they have nevertheless benefitted from the first summer's program. The remaining 7 are all doing passing academic work and will be successful UCR students, but it remains to be seen whether their academic work will be strong enough for them to succeed in the UHP.

Of the 20 original students, fully 11 will participate in the second summer's program, alongside the approximately 20 new freshmen. These 11 include 5 of the 7 who are succeeding academically but not at UHP level, and it will be a major goal of the second summer's program to work with these students to prepare them for an outstanding second year in the UHP.

One very remarkable phenomenon has been noted in relation to the Freshman Research Colloquium. The students who were in the SUHP last summer and are now participating in the research colloquium are proving themselves to be leaders in this important activity. They are generally more creative, vigorous, and effective in their research groups than the students who were not in SUHP, and we attribute this difference to the summer research colloquium experience.

A2. Expected results for current year

The second summer's program will again provide a group of about 20 students with background to facilitate their success in the University Honors Program. Many of these students would not have been eligible to participate in the UHP without this preparation. The group will, like last year, include a large proportion of underrepresented minority students (we are confident that at least 2 Black and 10 Chicano/Hispanic students will be enrolled). In addition to their preparation for participation in the UHP, these students will have taken at least one academic course during the summer and will thus have a

running start toward fulfilling their academic requirements. Furthermore, as noted in the preceding paragraph, there are several students from the first summer's group for whom the second summer's experience may well make the difference in succeeding in the UHP.

B. Problems faced during the year and how they were solved

Student recruitment. A major problem a year ago was the inefficiency of the admissions and recruitment process. As noted earlier, we have arranged to work with applicants to UCR rather than being restricted to contacting admitted students. This change, coupled with a generally more efficient UCR admissions process overall, has facilitated our efforts, and we anticipate a stronger SUHP class than a year ago.

Schedule and focus of summer activities. It became evident during last summer's program that we packed the students' schedules too full, and that at the same time the academic activities were insufficiently focused. We have attempted to correct both problems in our planning for the current year. The schedule will be a bit less impacted. The activities will be more integrated: specifically, the mastery skills program will be structured around the series of faculty lectures that are held every Friday. A related difficulty with the mastery skills program last year was that the students whom we employed as instructors were themselves quite young, and although they were fully capable, our perception was that there was not a sufficient "distance" between them and the SUHP students whom they were instructing. We are attempting to find some extra funds this current year to enable us to hire graduate students for part of the mastery skills program: we hope to obtain supplemental funds from FIPSE next year to regularize this part of the program.

Staff training. Last year, because of the need to put the entire program together in a relatively short time for the first time, we did not attend to staff preparation as much as we would have liked. This year, we have worked on this problem and have, we believe, resolved it. We were able to advertise for and hire the student assistants earlier, and to make it a requirement that they participate in a two-session workshop as preparation for their summer responsibilities. These workshops will be held in late May and early June. While the program was largely successful in its first summer, we did learn from the first summer about how to do it better. Incorporation of this material into staff training workshops will ensure a smooth-running and successful second year.

C. Status of evaluation plan and plans for dissemination

Evaluation plan. The percentage of underrepresented minority students who joined the UHP increased with the additional incentive of the Summer UHP. In 1988-89, 8 of 72 (11%) students were underrepresented minorities; in 1989-90, the

figures were 11 of 55 (20%); in 1990-91, following the first summer program, 18 of the 49 students who entered the UHP, or 37%, are underrepresented minority students, and of these 18, 14 participated in the SUHP. It is still too early to be certain about the 1991 entering class, but our indications are that at least 12 underrepresented minority students will be in the pre-freshman class and there will be several transfer students who are members of underrepresented minorities.

Dissemination plan. Announcements of the FIPSE grant and the SUHP have appeared in UC Notes, a University of California system-wide publication, in At UCR, a campus magazine, in the Press-Enterprise (the regional commercial newspaper) and in The Black Voice News, a Riverside newspaper.

The conceptual framework of the SUHP was presented at the 1989-90 Freshman Year Experience Conference in Costa Mesa, sponsored by UC Irvine; this year's conference was devoted to building the foundations for cultural diversity in universities and colleges. The presentation was part of a panel, "Cultural Diversity in Honors Programs," and our contribution focused on the SUHP and its relationship to underrepresented students' success in the UHP and the university. In October, a presentation was made by several SUHP students at the National Collegiate Honors Conference in Baltimore. Students discussed their experiences in SUHP and presented the program as a model in order to give faculty and administrators from other honors programs the opportunity to explore the replicability of the program at their institutions.

SUHP was also presented and discussed at a meeting of recipients of Ford Foundation funding for their Initiative in Undergraduate Education in January, 1991. Our invited participation in this conference was a preliminary step in the preparation of a proposal which we have submitted to the Ford Foundation for continued funding of the UHP itself.

CONTINUATION PROPOSAL

A. Future project activities

The major activity for year 3 will be replication of the successful activities of the first two years, leading to a successful third SUHP experience in 1992. Although some of the prior years' activities, such as researching the arrangements with the summer session and other offices, will not have to be repeated, the bulk of the work does have to be repeated from year to year, such as student recruitment, curricular planning, recruitment of student tutors, and the like.

Recruitment and admissions. Although we believe that our admissions procedures will prove to be much better during this second year, we need to continue to refine our procedures, particularly in relation to the UCR outreach office. The full development of effective strategies is a long-term process that must be nurtured over several years.

Preparation of tutors. The process of orienting the continuing students who will serve as tutors and colloquium group leaders was effective in the first year and will, we believe, be improved for the second year. Nevertheless, we want to continue to work on standardizing and planning that preparation during the final year of funding, so as to optimize the prospects for continuing the SUHP following the end of FIPSE support.

Summer jobs. In addition to the two student internships provided by the Press Enterprise Foundation, we have found several opportunities for part-time job placements for several other SUHP students. A continuing goal is to develop further our capability to offer students such employment, so that no student who is eligible for participation in SUHP is prevented from participating because of financial considerations.

Dissemination. We will continue to make use of opportunities that arise to publicize the SUHP. In this, the third and last year of FIPSE funding, we will prepare a major report which we will make available to the network of honors programs through various organizations such as the NCHC. We are also applying separately for FIPSE augmentation funds to enable the preparation of our mastery skills materials in form that would be suitable for adoption by other programs.

Appendix 3. The 1992 Summer University Honors Program (SUHP) -- Friday lecture series

This year the SUHP will make use of the Friday faculty lecture series to present an integrated approach to the theme, "New Worlds in the Making". On each of five successive Fridays*, a faculty member will present a lecture on a topic related to the theme. The mastery skills program (a program which meets daily for work in analytic reading, composition, and communication) will make use of materials related to these lectures.

*The dates are June 26, July 2 (Thursday, because of holiday weekend), July 10, July 17, and July 24.

NEW WORLDS IN THE MAKING -- theme concept

The arrival of Europeans in the Americas in the late 15th century spawned much change on both sides of the Atlantic -- some of the change was good and some was bad, and all of it was complex in cause and effect, both in the short and the long term.

Intensive study of this era and its aftermath is being carried out in many venues during 1992. Our goal in SUHP is not to duplicate what is being done elsewhere, but to pursue a set of issues, growing out of 1492-study, that continue to have important modern-day analogs. Whenever there is territorial expansion or other movement, cultures meet; political/economic systems meet; religions meet; agricultures meet; and so on. And when these products of human beings meet, there is potential for clash, for cooperation, for unrest, for resolution, for evolution.

These things all happened in 1492 and thereafter, in the meeting of Europe and the Americas. But they continue to happen in 1992, as economic-agricultural expansion occurs, as religions encounter each other in new contexts, as governments and political alliances shift and settle.

The goal of the SUHP project will be to consider some of the major features of the 1492 phenomenon, bring them forward in time, and evaluate the extent to which similar phenomena are at work in the world of 1992.

The topics, faculty, and dates are the following:

Pre-Columbian culture(s). (Patch, History, June 26.) The first topic will be a consideration of the people who were here before 1492. A principal question is social organization, an issue which will inform subsequent discussions of the various interactions among Europeans and indigenous peoples.

Agricultures. (Huang, Botany & Plant Sciences, July 2.) The

interaction of agricultures, the influence of the new world on the old, and vice versa, the travel of methods and diseases as well as of agricultural products.

Literature and cultural identity. (Pianca, Spanish and Portuguese, July 10.) An approach in literature will help illuminate issues that have been raised about the problems of history and cultural identity for post-colonial people.

Political and economic issues. (Griffin, Economics, July 17.) The New World and the new world order. Development and underdevelopment in historical perspective. The 1492 phenomenon as precursor of current problems of the same kind.

Religion. (O'Connor, Religious Studies, July 24.) Religions in the Americas have a richness that reflects complex interactions that are not only cultural but also moral and philosophic. The moral issues raised by colonialism and the right to religious integrity of indigenous people.

Appendix 4. Design for a modified continuation SUHP after FIPSE support has ended

April 6, 1992

To: Executive Vice Chancellor Fleischer

Re: Summer University Honors Program

Fr: D. H. Warren, Director

1992 will be the third and last year in which support from FIPSE will be available to support the Summer University Honors Program (SUHP). Thus the question arises whether we will continue to have a SUHP, what its form might be, and how it will be funded.

Should there continue to be a SUHP?

The SUHP was designed to serve as a development ground for students, particularly underrepresented minority students, who have the capability to succeed well in the UHP but whose preparation is lacking in some respect. SUHP has substantially increased the number and percentage of underrepresented minority students (URM) in the UHP:

Year	# UHP	# URM	% URM	# URM from SUHP
1988-89	72	8	11	(no SUHP)
1989-90	55	11	20	(no SUHP)
1990-91	49	18	37	14
1991-92	65	22	34	16

It is clear that a large part of the increase in minority representation in the UHP is due to students who have come via the SUHP. Generally these students would not have been eligible for admission to the UHP, but we have felt that with the advantage of the SUHP experience, they would be able to succeed in the UHP.

What is the record of the underrepresented minority students from the SUHP in the UHP? It is still early to answer that question with great confidence, but there are two cohorts that can be examined.

1. SUHP 90, students now sophomores
(Note: total number of SUHP students is followed by the number of underrepresented minority students in SUHP)

		GPA		
		>3.0	2.5-2.9	<2.5
At UCR	15 (10)			
in UHP	12 (8)	7 (4)	4 (4)	1 (0)
not UHP	3 (2)	2 (1)	0	1 (1)
Not UCR	5 (4)			
in school	3 (2)			
unknown	2 (2)			

Of the 20 1990 SUHP students, 18 are known to be in college. Of the 15 of these who are at UCR, only two have GPAs under 2.5, and nine have GPAs above 3.0. It is likely that all four URM students in the 2.5-2.9 GPA range are will be able to improve their records sufficiently to receive lower-division honors. If this happens, then nine of the original 14 URM students will have received lower-division honors.

2. SUHP 91, students now freshmen
(Note: total number of SUHP students is followed by the number of underrepresented minority students in SUHP)

		GPA		
		>3.0	2.5-2.9	<2.5
At UCR	20 (16)			
in UHP	19 (15)	15 (11)	4 (4)	0
not UHP	1 (1)	1 (1)	0	0

The 1991 group was more carefully selected and was, from the start, much more involved and motivated than the 1990 group. We are not surprised to see such a good success rate in their academic performance -- there is not a one who does not have good prospects of achieving lower-division honors.

What are the costs of SUHP?

During the years of support from FIPSE, SUHP has been expensive both to FIPSE itself and to UCR in the form of matching obligations. The distribution of costs is as follows:

	FIPSE	UCR	Total	# students
1990	55,162	70,498	125,660	20
1991	79,945	70,268	150,213	34
1992	80,877	87,337	168,214	35 (est)

Is there a more economical way to conduct the SUHP?

Four options are evident that would cut costs by significant amounts:

1. Omit residential aspect. The most obvious way to economize would be to remove the residential aspect altogether. This would reduce the cost by $925 per student, to about $1575, and the overall cost to about $54,000. While the formal segments of the SUHP could be done with a commuting clientele, I feel that the loss of the residence hall setting as a stimulus for the development of a sense of community would be extremely unfortunate. Moreover, this would obviously restrict the SUHP to a local (i.e., easy commute) clientele. In summer 1990, about two thirds of SUHP students were local, but in summer 1991, only about one third were local. In my view, other cost-containment options are preferable.

2. Alternate funding for residential aspect. SUHP students could be expected to pay for their room and board. Those truly unable to do so could receive some support from UCR, or we might be able to procure extramural support specifically for subsistence to enable (particularly URM) students to attend the UHP who might otherwise not be able to for financial reasons. Past fundraising efforts have tended to be successful if targeted to supporting URM students.

3. Restriction of SUHP to freshmen. One feasible option is to restrict the SUHP to incoming freshmen, rather than (as we did in 1991 and will in 1992) including about 12 of the previous year's freshmen group for a second summer. Curtailment to 20 incoming freshmen would cut the residential and fees costs by about $16,000.

4. Personnel costs. By far the largest expense is in personnel, with the 1991 total about $43,000. Of this, about $26,000 was used to hire students (mostly continuing UHP students) as instructors, colloquium leaders, and dorm resident assistants. All of this came from the FIPSE portion of the budget, and realistically, it could be reduced somewhat, perhaps by $5000. About $17,100 could be saved by discontinuing the half-time coordinator position, and in this case we would need to use perhaps $3000 to pay for part-time help in surge periods. If these personnel measures were taken, then the net personnel cost would be reduced to $24,000.

My recommendation is that these be implemented in reverse order. That is, the first reduction should be in personnel, thus saving $19,000 and reducing the total cost from $85,400 to $66,400. The second reduction should be taken by restricting the SUHP to 20 freshmen. This would reduce the expense by $16,000 to $50,400.

If necessary, additional savings could be made in roughly $1000 chunks, by having some students pay their own room and board. As much as $20,000 savings would be possible. I would hate to lose any highly promising student from the SUHP and UHP for a savings of $1000, though, and I hope that we might be able to pay $50,000 for the continuation of the SUHP.

Thus I recommend that the SUHP be funded in the annual amount of $50,000, with implementation of the reductions noted in #3 and #4 above.

APPENDIX 5

Syllabus for Summer University Honors Program (1992)
Theme: "Worlds In The Making"
Instructor: Christopher Wise [ph. 787-7297]
Assistant: Heather Lindsley [ph. 824-6564]
June 22, 1992 - July 27, 1992
Group Meetings: Mon-Tues-Wed-Thurs: 11:00am to 11:50am
Room Number (group meetings): 2418 LSP
Lectures: Fri. 11:00am to 12:15pm
Room Number (lectures): B650

Seminar Goal(s): The advent of Europeans into the Americas in the late 15th century spawned much change on both sides of the Atlantic. Intensive study of this era and its aftermath is being carried out in many venues during 1992. Our goal in SUHP is not to duplicate what is being done elsewhere, but to pursue a set of issues, growing out of 1492-study, that continue to have their modern-day analogs. Whenever there is territorial expansion or other movement, cultures meet; political and economic systems meet; religions meet; agricultures meet; and so on. And when these products of human beings meet, there is potential for clash, for cooperation, for unrest, for resolution. These things all happened in 1492 and thereafter, in the meeting of Europe and the Americas. But they continue to happen in 1992, as economic-agricultural expansion (i.e imperialism) occurs, as religions encounter each other in new contexts, as governments and political alliances shift and settle. The goal of the SUHP project will be to consider the major effects of the 1492 phenomenon, bring them forward in time, and evaluate the extent to which similiar phenomena are at work in the world of 1992.

Group Goal(s): A larger goal of our individual group sessions will be to prepare each of you for future honors seminars here at UCR, as well as for other courses and college-level assignments. How does one write a "college-level" seminar paper, for example? What strategies may enable better understanding of a difficult reading assignment? How does one give an effective oral report? During your time at UCR, these demands (and countless others) will be placed upon you. Consequently, in addition to exploring the topic itself, which should prove interesting, we will also spend a considerable amount of time focusing upon reading, writing, and studying techniques. Developing an awareness of basic rhetorical and hermeneutic principles will be among our major concerns in the following weeks. It is our hope that you will leave this seminar with greater confidence in your ability to succeed as an honors program student at UCR.

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Requirements: Besides the obvious expectations (i.e. that you attend each lecture and class session, do your reading in advance, and participate in discussions), the following assignments are also required from you:

(1) a typed seminar paper of 5-6 pages.
(2) reading journals, due each Thursday, which can be either handwritten or typed.
(3) a typed abstract of your seminar paper.
(4) an oral report, based on your abstract.
(5) small group work, involving preparation of journal questions, outlining essays, identifying key terms and recapitulations from essays. and leading class discussion on your assigned small group's essay.

Seminar Schedule:

Monday 6/22: Seminar Introduction; "The Writing Process"
Tuesday 6/23: "Introduction to Hermeneutics"
Wednesday 6/24: Close-reading (Patch)
Thursday 6/25: Close-reading (Patch); Journal Due
Friday 6/26: Patch lecture

Monday 6/29: "Intro. to Rhetoric"; Discuss Oral Reports
Tuesday 6/30: Close-reading (Huang)
Wednesday 7/1: Close-reading (Huang); Journal Due
Thursday 7/2: Huang lecture; Abstract Due
Friday 7/3: HOLIDAY

Monday 7/6: Oral Reports; questions due (group A)
Tuesday 7/7: "More Rhetoric & Paraphrasing skills"
Wednesday 7/8: Close-reading (Pianca) [group A leads]
Thursday 7/9: Close-reading [group A]; Journal Due
Friday 7/10: Pianca lecture; Preliminary evaluations

Monday 7/13: Discuss Pianca; questions due (group B)
Tuesday 7/14: "More Rhetoric & Expositional Patterns"
Wednesday 7/15: Close-reading (Griffin) [group B leads]
Thursday 7/16: Close-reading [group B]; Journal Due
Friday 7/17: Griffin lecture

Monday 7/20: Discuss Griffin; Rough Drafts Due (5 copies); questions due (group C)
Tuesday 7/21: Discuss Rough Drafts
Wednesday 7/22: Close-reading (O'Connor) [group C leads]
Thursday 7/23: Close-reading [group C]; Journal Due
Friday 7/24: O'Connor lecture

Monday 7/27: Final Drafts Due

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Regarding Group Work:

There will be three groups (of two students each) working together on the various assigned essays. Group A will focus on the Pianca lecture-readings; Group B will focus on the Griffin lecture-readings; and Group C will focus on the O'Connor lecture-readings. Responsibilities will include the following:

(1) Provide typed questions for journal readings & class discussion.

(2) Develop typed outlines (and distribute) to aid in "close-readings" of texts.

(3) Lead class discussions and "close-readings."

(4) Identify key terms and leading recapitulations in assigned reading (if any).

*Group assignments will be made during the first week of the seminar. Please skim material as soon as possible to better enable you to choose the lecture-reading you prefer.

APPENDIX 6

FRESHMAN HONORS RESEARCH/COLLOQUIUM 1991-92
COURSE OUTLINE:

FALL QUARTER

Week one: First meeting with group and advisor.

Topic: Look over material from last year's colloquia (the background papers). Explain the evolution of the colloquium concept. Start talking about possible topics this week.

Assignment for next meeting: Each student brings a written description of at least one possible issue/topic.

Week three: Second meeting.

Topic: Discussion of proposals. Vote to chose one. Vote to select freshman leader. Delegate task of writing up abstract (short summary of idea) of topic.

Assignment for next meeting: Abstract of topic due in UHP office by the Monday of Week four (Oct 21). **Abstracts will be used to help UHP staff to identify a faculty mentor for each group.**

After October 21, students can review the abstracts of other groups. Students will be allowed to make one-for-one switches with students in other groups. This has to be done before the end of the sixth week, so that the seventh-week meeting with the faculty mentor will include the appropriate students.

Week five: Freshman leader should come to the UHP office before your meeting to find out who your group's mentor is, office hours, campus phone number. **Freshman leader should arrange first meeting with faculty mentor to take place during week seven. Find out if your mentor wants students to read a short article or do some other preparation before the meeting.**

Week seven: First meeting with your faculty mentor.

Topic: Develop a schematic research plan for the ten weeks (one hour at least each week) of Winter quarter. Depending on the nature of the project, most groups should find that this weekly meeting is the basis for more work for individual members or for sub-groups. An hour a week probably will not be the total amount of time each student spends researching or doing lab work, for instance. **Plan what will you read, what will you do in the lab, who you will invite from on or off-campus to come to talk with your group. Suggestions should come from the students as well as the faculty mentor.**

Assignment: By the end of Week nine, a research plan for Winter quarter is due in the UHP office. Please read the description of Winter quarter (follows) carefully and design your plan with the general outline in mind.

Week nine: meeting optional if your group has already finished the research plan. Off-campus visitors and on-campus faculty who will help you assemble background

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information or who will come to talk with your group should be invited by this time.

We will publish a list of Winter quarter guests in the Onager and hope that all interested UHP students will attend these sessions.

WINTER QUARTER

Weeks one to four: follow the research plan that your group prepared in the Fall quarter (intermittent consultation with faculty mentor as needed).

Week five: Each set of four groups will meet together to present progress reports on research accomplished up to that point. Each member of the group should participate in the oral presentation.

Weeks six and seven: continue to conduct your research.

Week eight: A dress rehearsal of your presentation. Each student in the group should play an active role in the presentation. The faculty mentor should provide a critique. Try to anticipate the questions that will come up and how to handle them.

Week nine: A completed five page position paper is due, including bibliography and five questions for further discussion. Your paper should be submitted for review to your faculty mentor. Be sure this is produced on a computer or word processor. It is due at your scheduled colloquium meeting.

Week ten: Sections 1 to 4 and 5 to 8 meet in two large groups. Each student will receive the position papers for the other seven groups. Groups will be assigned dates to make their presentation in the Spring quarter. Each group will also be assigned to review another group's work. This means that it will be responsible for providing a critique of that group's presentation when it occurs in the Spring quarter. The group should examine the evidence cited in the other group's paper, and expand on or question the group's conclusions.

SPRING QUARTER

The Freshman Honors Colloquium takes place on Thursdays from 3 to 5 in (room TBA) starting the second week of the quarter. Student grades in this part of the course will be based on three major areas:

1. The quality of the student's and the group's performance in the colloquium presentation.

2. The quality of the student's and the group's performance in the review of the other group's presentation which was assigned for critique.

3. Attendance and comportment at each colloquium. Of course you must attend each colloquium meeting. In extraordinary circumstances, absence might be excused, but this is something serious. Simply being there is not enough, though -- we expect that you will participate in discussions and generally act like an honors student should act.

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